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ABSTRACT

The model policy statement proposed here states that all instructional materials (printed and nonprinted), teacher strategies, and curriculum content shall be examined and evaluated with the goal of eliminating bias and stereotyping on the basis of sex, and that appropriate activities, discussions, and/or supplementary materials shall be used to support this task. Guideline suggestions are provided for implementation of this policy along with additional guidelines for non-sex-biased instructional materials, publishers' guidelines and suggestions for eliminating sexism, guidelines for course content, and other resources available. (DS)

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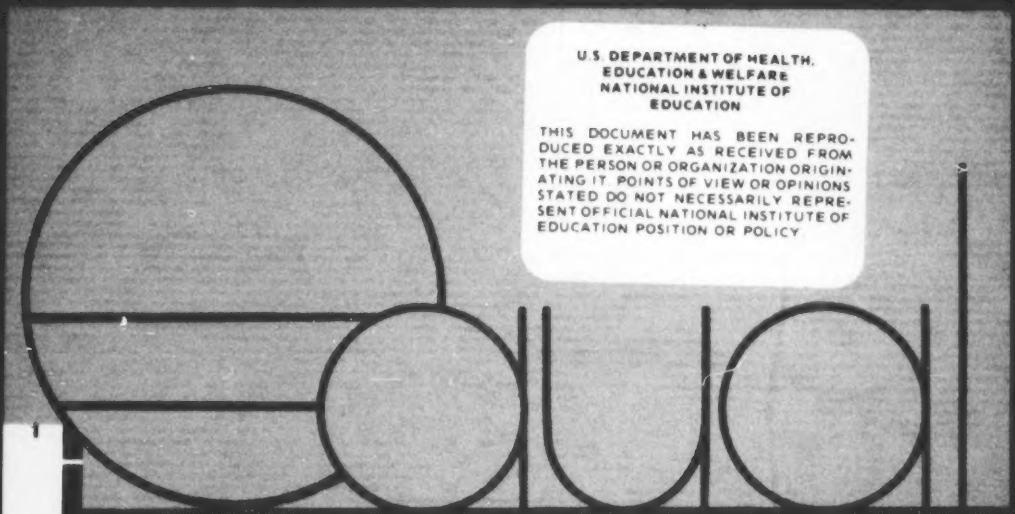

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MODEL POLICY STATEMENT AND GUIDELINES FOR IMPLEMENTATION: THE ELIMINATION OF BIAS AND STEREOTYPING ON THE BASIS OF SEX IN INSTRUCTIONAL MATERIALS, TEACHER STRATEGIES AND CURRICULUM CONTENT

From the Equal Rights for Women
in Education Project

Ford Foundation Grant

Education Commission of the States
Warren G. Hill, Executive Director

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MODEL POLICY STATEMENT AND GUIDELINES FOR IMPLEMENTATION:
THE ELIMINATION OF BIAS AND STEREOTYPING ON THE BASIS OF SEX
IN INSTRUCTIONAL MATERIALS, TEACHER STRATEGIES AND CURRICULUM CONTENT

All instructional materials (printed and nonprinted), teacher strategies and curriculum content shall be examined and evaluated with the goal of eliminating bias and stereotyping on the basis of sex. All instructional materials purchased in the future shall conform to guidelines adopted to eliminate sex bias and sex-role stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract bias and stereotyping on the basis of sex depicted in instructional materials, teacher strategies and curriculum content in current use.

GUIDELINES FOR IMPLEMENTATION

- Demonstrate commitment to equal educational opportunity by the adoption of the model policy statement and guidelines for implementation.
- Implement the plan formulated for elimination of sexism in instructional materials.
- Examine and evaluate all materials for sexism including, but not limited to, texts, tests, dictionaries, films, filmstrips, records, tapes, pictures and television programs used in the classroom.
- In the evaluation of materials for possible sex bias, staff time should be set aside for the development of criteria, a

timetable should be established for the evaluation of materials and procedures for evaluation of new materials before they are purchased should be developed.

- Eliminate sexist materials from approved lists for future purchases.
- Formulate and provide model criteria, guidelines and checklists for identification of sexist materials for local school boards.
- Disseminate model guidelines, criteria and checklists for identifying sex-biased materials to textbook selection committees or school board members, department heads, librarians, counselors, administrators, teachers, school board members and concerned members of the community.
- Local school boards should be encouraged and supported in developing discussion sessions, workshops, programs, etc., to combat sexism in curriculum for both school personnel and the community at large.
- Local school boards should be encouraged to budget funds for nonsexist materials.
- The relevant authority should encourage local school districts to provide staff time for curriculum development to eliminate sex bias from course content and to include feminist perspectives therein by providing nonsexist materials and/or developing strategies to counteract present sex bias.
- Local school boards may wish to create local multiethnic, multicultural, nonsexist textbook advisory committees.
- The relevant authority and/or local school boards may wish to appoint a feminist resource person.

- Develop inservice programs on the positive and negative use of present materials that reflect sex bias and sex-role stereotyping and the effective use of nonsex-stereotypic materials for all teachers and school personnel.
- Communicate to textbook publishers the concerns of the relevant authority about sex-biased materials.
- Develop procedures for the filing of complaints by any concerned party regarding the use of materials, teacher strategies and curriculum that reflect sex bias or sex-role stereotyping.
- Develop suggestions for local school district librarians of non-sex-biased bibliographies, guidelines, recommendations and criteria for selection.
- Provide annotated bibliographies of nonbiased materials by grade and subject suitable for classroom use.
- Develop and make available to local school districts an extensive resource library and technical assistance in the area of sexism and sex stereotyping.
- Provide a bibliography of printed and nonprinted materials on sexism and sex stereotyping for use in educating teachers in the elimination of sex bias in course offerings.
- Library displays should be developed to present balanced perspectives on the contributions and achievements of women and minorities.
- Contributions and perspectives of women should be integrated into all aspects of the curriculum.
- Materials that reflect sex bias may be retained in the curriculum for historical or literary purposes. Such materials should be

supplemented, either by discussion or use of nonsexist supplementary materials, to give a balanced perspective.

SUGGESTED ADDITIONAL GUIDELINES FOR NONSEX-BIASED INSTRUCTIONAL MATERIALS

In evaluating current and prospective instructional materials, curriculum content and teacher strategies, the following guidelines may prove useful. This list should not be considered complete. Local school boards and districts should develop their own guidelines.

- References in the form of labels or retorts that tend to demean, stereotype or patronize females should not appear.
- Instructional materials that broadly reflect contemporary American society should contain references to, or illustrations of, males and females approximately equally, except in the illustration of actual events or existing conditions.
- In instructional materials, the numbers and prominence of characters should be evenly distributed between both sexes.
- Mentally and physically active, problem-solving roles should be portrayed approximately equally by female as well as male characters.
- Emotions such as fear, anger, assertiveness, excitement or tenderness should occur randomly among characters regardless of gender.
- Illustration of traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.
- If professional, technical and executive occupations are portrayed, men and women should be presented in such roles approximately

equally; women and men should be portrayed in an equally extensive variety of vocational situations.

- Adults of both sexes should be portrayed in domestic chores, recreational activities and creative endeavors whenever these activities are portrayed in the materials.
- Where occupational aspirations and life style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
- Whenever developments or achievements in art, science, history, current events or any other field are presented, the contributions of women, particularly the identification of prominent women, should be included and discussed.
- Whenever a course or section thereof is devoted to the examination of illustrative works in the field, contributions of women to that field should be included.
- Imbalance or inequality of any kind, when presented for historical accuracy, should be discussed in light of contemporary standards and circumstances in the student edition of the instructional material.
- Sex-neutral language, for example "people" and "men and women" should be used. The use of the male pronoun for people in general or sexually-mixed groups should be avoided.
- The portrayal of success and failure should be distributed fairly evenly between male and female characters.

*PUBLISHERS GUIDELINES AND SUGGESTIONS FOR ELIMINATING SEXISM**

- Guidelines for the Development of Elementary and Secondary Instructional Materials -- The Treatment of Sex Roles

  Holt-Rinehart and Winston
  School Department
  383 Madison Avenue
  New York, New York 10017

- Guidelines for Equal Treatment of the Sexes

  McGraw-Hill Book Company
  1221 Avenue of the Americas
  New York, New York 10020

- Suggestions for Developing Materials That are Free of Racial, Sexual, Cultural and Sexual Bias

  Science Research Associations, Inc.
  259 East Erie Street
  Chicago, Illinois 60611

- Guidelines for Improving the Image of Females in Textbooks

  Scott-Foresman and Company
  1900 East Lake Drive
  Glenview, Illinois 60025

- Recommendations for Eliminating Sex Role Stereotyping in School Curriculum

  Sullivan Associates
  3000 Sandhill Drive
  Menlo Park, California 94025

- Positive Sexual and Racial Images in Educational Materials

  MacMillan Company
  866 Third Avenue
  New York City, New York 10022

The above publications are free upon request.

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*From "How to Erase Sex Bias in Your Classroom," General Assistance Center, East Carolina University, North Carolina.

GUIDELINES FOR COURSE CONTENT

History courses should include information on the contributions of minority groups, ethnic groups and women. The multiple historical forces with their associated economic, political and religious ramifications that have worked to the disadvantage of such groups should be explored. Historical intergroup tensions and conflicts from a culturally pluralistic point of view should be analyzed.

Social studies courses should point out the multiple contemporary forces with their socioeconomic, political and religious ramifications that are currently operating or have operated to the advantage or disadvantage of women, ethnic groups and minority groups. Intergroup tension and conflict should be objectively analyzed, focusing on social and economic problems. Students and staff should be motivated to examine their own attitudes and behaviors and to comprehend their duties, responsibilities, rights and privileges as citizens of a pluralistic, multicultural, nonsexist society.

Language arts, music, literature and art curriculum should include the works of minority groups, women and ethnic groups.

Science-, mathematics- and business-related curriculum should include the contributions of, and examples familiar to, women, minority groups and ethnic groups.

OTHER RESOURCES AVAILABLE

- Guidelines for Publications," available from the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.
- "Ten Quick Ways to Analyze Children's Books for Racism and Sexism," available from The Council on Interracial Books for Children, 1841 Broadway, New York, New York 10023.

- Equal Rights for Women in Education: A Resource Handbook for Policy Makers, available from the Equal Rights for Women in Education Project, Education Commission of the States, 1860 Lincoln, Denver, Colorado 80295. $4.00 prepaid.

- Reviewing Curriculum for Sexism, available from the Division of Curriculum Development, The State Education Department, University of the State of New York, Albany, New York 12234.

- State of Washington: Models for the Evaluation of Bias Content in Instructional Materials, available from the Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504.

- A Guide for the Evaluation of Instructional Materials under Chapter 622, Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111.

- Equal Rights - An Intergroup Education Curriculum, available from the Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.